

DOCUMENT RESUME

ED 270 544

UD 024 949

TITLE George Washington High School Biliteracy Skills Development Program 1984-85. O.E.A. Evaluation Report.

INSTITUTION New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE 86

GRANT G00-830-2655

NOTE 45p.; For 1983-1984 Evaluation Report, see ED 269 523.

AVAILABLE FROM Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.

PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Academic Achievement; Acculturation; *Bilingual Education Programs; English (Second Language); High Schools; *Hispanic Americans; Limited English Speaking; *Native Language Instruction; *Program Effectiveness; Second Language Instruction; Staff Development; Urban Schools

IDENTIFIERS New York City Board of Education

ABSTRACT

During the 1984-85 school year, the Biliteracy Skills Development Program at George Washington High School (New York City) served 283 Hispanic students of limited English proficiency (LEP). The aim of the program, which used a mini-school design, was to enable students to develop oral proficiency in English and literacy skills in both Spanish and English through intensive language instruction. In addition, content areas were taught in the native language until students scored in the 20th percentile on a language assessment battery test. Support services for program students included academic and personal guidance, and the program also contained staff development and parent participation components. In 1984-85, the project was affected by several administrative changes, including the hiring of a new principal and the replacement of the project coordinator by a bilingual mathematics teacher. Student achievement and attendance objectives were mostly attained, but native language arts/English as a second language classes were not found to articulate with content-area classes. The resources and curriculum materials available to teachers and students varied according to department. More efforts at staff development across departments could create a more consistent philosophical and methodological approach for the incorporation of semi-literate students into the academic and social milieu of the high school. In general, however, the evaluation found the program to be vital and necessary, and to have accomplished its basic goals with sensitivity to student needs. (KH)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

T. K. Munster

NYC Bd. of Ed.

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

GEORGE WASHINGTON HIGH SCHOOL

BILITERACY SKILLS DEVELOPMENT PROGRAM

1984-1985

OEA Evaluation Report

O.E.A. Evaluation Section Report

**Robert Tobias, Administrator of Evaluation
Judith S. Torres, Senior Manager**

Grant Number: G00-830-2655

**GEORGE WASHINGTON HIGH SCHOOL
BILITERACY SKILLS DEVELOPMENT PROGRAM
1984-1985**

**Principal:
Ms. Annis L. Laird**

**Director:
Mr. Wilfredo Alverio**

Prepared by the

O.E.A. Bilingual Education Evaluation Unit

**Armando Cotayo, Evaluation Manager
Jose J. Villegas, Evaluation/Planning Specialist
Margaret H. Scorza, Editorial/Production Coordinator
Celia Alvarez, Evaluation Consultant
Maria Grazia Asselle, Evaluation Consultant**

**New York City Public Schools
Office of Educational Assessment
Richard Guttenberg, Director**

A SUMMARY OF THE REPORT

The Biliteracy Skills Development Project at George Washington High School completed its second year of a three-year funding cycle in June 1985. Using a mini-school design, all classes and activities of the bilingual program were held on the fourth floor of the high school. The program aimed to enable students to develop oral proficiency in English and literacy skills in both Spanish and English through intensive language instruction. The program served 283 students, most of whom were recent arrivals from the rural areas of the Dominican Republic with limited schooling in their native language.

With a focus on language skills development, students received intensive English as a second language (E.S.L.) instruction in four language skills areas: comprehension, oral proficiency, reading, and writing for at least three periods a day. Native language literacy skills were also developed. In addition, content areas were taught in the native language until students scored at the twentieth percentile on the English Language Assessment Battery (LAB) test. A mastery learning approach required that there be coordination between the language competencies developed in native language, E.S.L., and content-area classes. Given the educational goals of the program and the nature of the target population (functionally illiterate in Spanish and English), the instructional curriculum and materials used in the Title VII classes were of comparable quality, but not parallel to, mainstream classes. Support services for program students included academic and personal guidance provided by the project coordinator, bilingual guidance counselor, bilingual grade advisor, program secretary, and paraprofessionals. Home visits, telephone contacts, and outside referrals to assist students with specific problems (health, eye-care, child-abuse) were made by family assistants.

Title VII funding for administrative and support staff was supplemented by basic tax-levy, Chapter I, P.S.E.N. (Pupils with Special Educational Needs), and New York City Module 5B funds to support the instructional and support services component of the program. This year the project was affected by several administrative changes, including the hiring of a new principal, who is very supportive of the program, and the replacement of the project coordinator by a bilingual math teacher, who had taught at George Washington High School in the bilingual program during the last three years. The project coordinator assumed responsibility for both the 244 LEP students in the Title VII project and the remaining 800 bilingual students in the high school's tax-levy bilingual program. The former project coordinator remained as acting assistant principal of foreign languages and maintained close ties with the program.

Program implementation was influenced by the position of the coordinator within the organizational structure of the school (non-assistant principal status) and the need to define a consistent philosophy of bilingual education at the administrative level. A significant amount of time was spent this year in administrative meetings between the project coordinator, assistant principals from the various departments

(E.S.L., foreign languages, math, social studies, and science) and the new principal. These meetings focused on defining: 1) the administrative function and responsibilities of the project coordinator; 2) the need for a LAB coordinator to oversee the administration of LAB tests and maintenance of records; 3) new policies and goals regarding the implementation of the bilingual program within the school.

Native language arts/E.S.L. classes did not articulate with bilingual content-area classes. Many students were unable to take the bilingual courses offered to reinforce language skills because of a reduction in their school day from nine to eight periods. A proposal to extend the school day for bilingual students to nine periods -- so that they can take additional content-area courses is currently being discussed by school personnel. A bilingual civics course, to be offered as a bilingual social studies elective, has been approved for the fall. The aim of the course will be to teach program students survival skills while reinforcing vocabulary and language skills taught in the language classes. The bilingual guidance counselor, who programs students, expressed concern that students in the Title VII program -- who spent the majority of their school day receiving intensive language instruction and taking non-credit bilingual content-area courses to complement their program -- were not making sufficient progress toward graduation. Parents have also voiced concern over the length of time it will take their children to complete graduation requirements. As a result, some parents have withdrawn students from the program altogether. According to the assistant principal for foreign languages, however, the program provided basic language and survival skills to students who potentially would drop out (given their age and educational level) and would otherwise be at a greater disadvantage in the larger society.

Resources and curriculum materials available to teachers and program students varied according to department. In an effort at staff development across the departments, program staff and teachers from the foreign language and E.S.L. departments attended a workshop in June at Teachers College on the teaching of literacy. Several staff meetings with teachers and administrators were held throughout the year, including an orientation session for the entire faculty organized by the project coordinator and program staff to discuss the objectives of the bilingual program.

Parents of program student participated in a variety of school-wide activities. The program had the full cooperation and support of the P.T.A. president. Despite problems in implementation, program staff, teachers, and administrators agreed that the program was vital and necessary for meeting the needs of an ever-growing population of semi-literate students coming to the school annually. The bilingual staff was committed to developing an ethos of hard work, discipline, and self-respect among program students. The process of their acculturation to the American educational system was accomplished with a sensitive and empathetic understanding of their problems and needs, as well as with pride and respect for their language and culture.

Program objectives were assessed in E.S.L. (Criterion Referenced English Syntax Test [CREST]); native language arts (Interamerican Series, La Prueba de Lectura); mathematics, science, and social studies, (teacher-made examinations); and attendance (school and program records). Quantitative analysis of student achievement data indicates that students achieved the program objectives by:

- Mastering four CREST objectives each semester;
- Significantly improving their reading scores on the Prueba de Lectura from pretest to posttest;
- Achieving passing rates in mathematics, science, and social studies which were equal to those of mainstream students; and
- Demonstrating an attendance rate that was significantly higher than the schoolwide rate.

The following recommendations are aimed at improving the overall effectiveness of the program:

- Since the project coordinator is not an assistant principal but needs to be aware of the functioning of the program across the departments, observation and evaluation of program classes might be done in conjunction with the chairperson of each department.
- More efforts at staff development across department could be made to create a more consistent philosophical (goals and objectives) and methodological approach (teaching strategies, curricular development, academic program) for the incorporation of semiliterate students into the academic and social milieu of the high school.
- Program efforts and student accomplishments could be made more visible within the school's bilingual program, as well as among the mainstream population.
- To increase the availability of bilingual curricular materials in the content areas for this population, the program coordinator, along with the assistant principals and teachers of different departments might contact other Title VII projects in New York City serving similar students and exchange information and materials.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings, has integrated material into reports, and has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

TABLE OF CONTENTS

	<u>PAGE</u>
I. INTRODUCTION	1
II. STUDENT CHARACTERISTICS	3
III. FINDINGS	8
English as a Second Language	8
Native Language Arts	15
Content-Area Subjects	19
Attendance	23
Parent Involvement	25
Staff Development	25
IV. CONCLUSIONS AND RECOMMENDATIONS	26
V. APPENDICES	30

LIST OF TABLES

	<u>PAGE</u>
Table 1: Number and Percent of Program Students by Country of Birth.	5
Table 2: Time Spent in the Bilingual Program.	6
Table 3: Number of Program Students by Age and Grade.	7
Table 4: Results of the <u>Criterion Referenced English Syntax Test.</u>	14
Table 5: Spanish Reading Achievement: Results of the <u>Prueba de Lectura.</u>	18
Table 6: Comparison of Mainstream and Program Students' Passing Rates in Mathematics, Science, and Social Studies.	22
Table 7: Number of Students Leaving the Program.	24

BILITERACY SKILLS DEVELOPMENT PROGRAM
GEORGE WASHINGTON HIGH SCHOOL

Location:	549 Audubon Avenue New York, New York 10040
Year of Operation:	1984-85, Second year of a three-year funding cycle
Languages of Instruction:	Spanish and English
Number of Participants:	283 students of limited English proficiency
Principal:	Annis L. Laird
Program Coordinator:	Wilfredo Alverio

I. INTRODUCTION

During the 1984-85 school year, the second year of Title VII funding, the Biliteracy Skills Development Program at George Washington High School served 283 Hispanic students classified as limited English proficient (LEP) as a result of their scores on the English version of the Language Assessment Battery (LAB). The aim of the program was to enable students to develop oral proficiency in English and literacy skills in both Spanish and English through intensive language instruction.

Under the supervision of the principal, the Title VII program is administered by a project coordinator, who also oversees the high school's bilingual program, which serves 800 additional students. The project coordinator reports directly to the principal and consults regularly with the assistant principals (A.P.s) for foreign language, English as a second language (E.S.L.), mathematics, social studies, and science, as well as a project consultant. Several administrative changes

occurred this year including the hiring of a new principal who is very supportive of the program, as well as the appointment of a new project coordinator. The project coordinator's position was assumed by a bilingual math teacher with nine year's experience in bilingual education -- three of which were spent at George Washington. The former coordinator remained acting A.P. of foreign languages.

The program staff included the bilingual program coordinator, a project consultant, a family assistant, a parent trainer (General Equivalency Diploma/E.S.L.), three paraprofessionals, and a secretary funded by Title VII. Other staff members included two guidance counselors, one grade advisor, and one family assistant supported by tax-levy funds. Instructional staff included 19 E.S.L. teachers, five native language teachers, and 11 bilingual content-area teachers funded by a combination of tax-levy, Chapter I, P.S.E.N. (Pupils with Special Educational Needs), and New York City Module 5B funds. All staff members were licensed or certified for their assigned function, and have extensive experience in bilingual education. Appendix A lists the characteristics of the program staff.

This year, program implementation was influenced by administrative personnel changes in the school and program, the position of the coordinator within the organizational structure of the school, and the need to define a philosophy of bilingual education at the administrative level. Insofar as the coordinator did not have A.P. status, much time was spent this year establishing channels of communication with the high school principal and other A.P.s to influence teachers and curriculum development within each of the departments.

II. STUDENT CHARACTERISTICS

The project served a target population of 283 Hispanic students, most of whom were recent arrivals from rural areas of the Dominican Republic and other Latin American countries. (See Table 1.) One hundred percent of the students received free lunch and were from low-income families.

LEP students were admitted into the program based on their scores on the Language Assessment Battery (LAB) test (below the twentieth percentile) and the Prueba de Lectura (below 50 percent). Oral proficiency in Spanish and English was also measured using the Foreign Service Interview. A questionnaire developed in-house in both Spanish and English was also disseminated to gain additional information on the cultural and economic backgrounds of the students.

The majority of program participants had not been previously served under Title VII, having come from feeder schools or as port-of-entry students. (See Table 2.) They included students who were more likely to become dropouts because of age (many ranged from 17 to 21 years in age), low academic performance (many had limited experience in a formal school setting), or a history of poor attendance (where applicable and measurable by attendance records). Fifty-five percent of the program students were male; 45 percent were female. The number of students decreased by grade -- from 177 students in grade nine to 12 in grade eleven. Table 3 presents the program students by age and grade.

According to program staff, students need considerable counseling to help them adjust academically and socially within the high school

setting. The program coordinator was continuously involved in organizing activities to help students set goals for themselves and understand ways to achieve them, as well as to familiarize students with the cultural diversity of American society and with socially acceptable behavior necessary to function productively in the high school setting.

Several bilingual counselors mentioned the need for more support services to meet the needs of this expanding sector of the school population. Problems at home, stemming from economic instability and family mobility, need to be addressed while meeting students' academic needs (English and Spanish literacy) in the process of getting a high school diploma.

TABLE 1

Number and Percent of Program Students by
Country of Birth

Country of Birth	Number	Percent
Dominican Republic	256	90
Central and South America (country unspecified)	21	7
Unknown	5	2
Spain	1	less than 1
TOTAL	283	100

- Ninety percent of program students were born in the Dominican Republic.
- Seven percent were born in various countries in Central and South America.

TABLE 2

Time Spent in the Bilingual Program^a
(As of June 1985)

Time Spent in Bilingual Program	Number of Students			Total
	Grade 9	Grade 10	Grade 11	
<1 Academic Year	89	8	2	99
1 Academic Year	86	81	10	177
2 Academic Years	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>
TOTAL	175	90	12	277

^aRounded to the nearest year.

•One hundred seventy-seven students (64 percent) entered the program in September.

•Ninety-nine students (36 percent) entered the program at various times during the academic year.

TABLE 3

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Total
14		0	0	1
15			1	21
16	37			63
17	54	30		89
18	39	19	2	60
19	20	10	0	30
20	6	5	0	11
21	1	1	0	2
TOTAL	176	89	12	277

Overage
Students

Number	157	65	2	224
Percent	89	73	17	81

Note. Shaded boxes indicate expected age range for grade.

•Eighty-one percent of the program students were overage for their grade placement.

•The highest percentage (89 percent) of overage students was in grade nine, and percentages decreased as grade increased.

III. FINDINGS

The evaluation for the 1984-85 academic year includes both objectives measured by standardized test results and those based on examination of program material and records, site-visits, interviews with program and school personnel, and a questionnaire completed by the project director. The following are the objectives for the present year as proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

ENGLISH AS A SECOND LANGUAGE

- The students enrolled in English as a second language will master four or more objectives per semester on the Criterion Referenced English Syntax Test (CREST).

Program students received intensive E.S.L. instruction in four skill areas: comprehension, oral proficiency, reading, and writing. Given the semi-literate nature of the target population, students were programmed for three periods of E.S.L. daily. Emphasis was placed on the development of oral proficiency, as well as literacy in English. Appendix B outlines E.S.L. instruction for the fall and spring.

Oral proficiency development was emphasized in the program, given recent research findings which show that increased oral proficiency was correlated to the strengthening of self-image and the development of other second language skills (S. Krashen, Kiparsky, J. Cummins, etc.). To enhance students' proficiency in English, bilingual content-area

classes progressively incorporated English vocabulary items into the curriculum.

Classes were conducted by teachers supported by basic tax levy, Chapter I, P.S.E.N., and New York City Module 5B funds. One tax-levy and three Title VII paraprofessionals were available in program classes.

The instructional approach used in the curriculum design of the E.S.L. classes required a high degree of coordination with content-area classes to reinforce E.S.L. skills. This year, however, such articulation did not take place. In addition, because of a reduction in the school day from nine to eight periods, students could not be programmed to take certain bilingual courses. Although a proposal to extend the school day for program students to nine periods is under discussion (so that students can take bilingual content-area courses which complement their program), the bilingual guidance counselor (who programs students) expressed concern that Title VII students are not making sufficient progress toward graduation. She claimed that in an eight-period day, program students took, on the average, three periods of English, two of Spanish, and one period each of gym and lunch. This left students with one remaining period with which to take credit courses towards their high school diploma. According to the project coordinator, some parents have also voiced concern over the length of time it will take their children to complete the program, and some have even withdrawn students from the program altogether. The A.P. for foreign languages, however, maintained that the program provided basic language and survival skills

to students who were potential dropouts (because of their age and lack of academic preparation). Consequently, from his perspective, the program was meeting the basic social challenge of developing students' ability to survive at some level in society at large.

Resources and curricular materials (texts, workbooks) used in E.S.L. classes included both commercially-available and teacher-made materials. In all the E.S.L. classes visited, students used workbooks to reinforce classroom materials.

A member of the evaluation team visited two E.S.L. classes -- Levels 1 and 2. The Level 1 class had 17 students in attendance out of the 21 enrolled. This first semester class covered the first four lessons of the text English for a Changing World. The class consisted predominantly of students who were repeating the course. The lesson that was observed was the use of possessive adjectives. A variety of classroom activities were used to help students comprehend the relationship between subject pronouns and possessive adjectives. Initially, two sets of students performed aloud, as a drama, a cartoon sequence that was on a handout. All vocabulary and grammar used in the story were reviewed on the board. Students were asked questions to assess their comprehension of the story line and to elicit the feelings evoked by the characters.

As a writing assignment, students were asked to complete the blanks in the cartoon worksheet at home and to re-write in their notebooks, the questions and answers associated with each picture. A review grammar lesson on subject pronouns and their corollary possessive adjectives followed the dramatic exercise. The teacher elicited student

input, calling on individuals to exemplify correct forms and usage. Subsequently, the class focused on a reading and grammar exercise (using their workbooks) and a dictation exercise. Throughout the lesson, the teacher reinforced the material by asking students questions continuously and by providing examples. To "get the picture" about what was being read, students role-played in front of the class. Students were animated and actively participated in the class. They eagerly volunteered and were allowed to respond in Spanish if they were unable to do so in English. The language of the class, however, was English. There was no paraprofessional present -- all the paraprofessionals were out testing the day the class was visited.

The Level 2 class that was observed had 13 students in attendance. This class covered the second half of the text English for a Changing World. The lesson observed included a review of possessive adjectives and contractions. After completing a written assignment in workbooks, students were given a dictation test. The whole class then reviewed and corrected the sentences put on the board by a student. These same sentences were then individually read aloud by different students in the class. Afterwards, the teacher asked the students questions, which they proceeded to write and answer in their notebooks. Students actively participated in the class -- answering questions, reading aloud. Exchanges between teacher and students were mainly in English, with the teacher regularly correcting student pronunciation. Again, no paraprofessional was present in the class.

Student Achievement in E.S.L.

The assessment instrument used to evaluate achievement in this area was the Criterion Referenced English Syntax Test* (CREST). The CREST was developed by the New York City Public Schools to measure mastery of the syntactical skills presented in the E.S.L. curriculum. The CREST uses four items to measure each skill, and mastery is achieved when three of the four items are answered correctly. The test has three levels: beginning (1), intermediate (2), and advanced (3). Levels 1 and 2 each measure mastery of 25 skills, while level 3 measures mastery of 15 skills.

The CREST was administered at the beginning of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings were computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings.

* Extensive information on CREST syntax skills and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test, Board of Education of the City of New York, Division of High Schools, 110 Livingston Street, Brooklyn, New York 11201.

Table 4 presents the test results for students who were pretested and posttested with the same level. Of the students who were reported to be taking E.S.L. classes (levels 1, 2, and 3), complete data (levels, pretest score, and posttest score) were available for 132 students in the fall and 137 students in the spring.

Examination of Table 4 reveals that the proposed objective was achieved. In the fall, students mastered 1.7 CREST objectives per month. In the spring, the achievement rate was 1.3 objectives per month.

TABLE 4
Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	Pretest		Posttest		Mastery*		Mean Mastery Per Month
		Mean	S.D.	Mean	S.D.	Mean	S.D.	
FALL								
1	107	6.0	5.3	10.8	7.5	4.8	4.0	1.7
2	16	11.5	3.1	16.9	4.0	5.4	3.5	1.9
3	<u>9</u>	<u>6.3</u>	<u>3.2</u>	<u>10.2</u>	<u>3.9</u>	<u>3.9</u>	<u>1.8</u>	<u>1.3</u>
TOTAL	132	6.7	5.2	11.5	7.3	4.8	3.8	1.7

SPRING								
1	93	6.2	6.3	10.2	7.8	4.0	3.5	1.4
2	19	10.7	4.5	15.8	4.8	5.1	2.5	1.8
3	<u>25</u>	<u>7.0</u>	<u>3.6</u>	<u>9.8</u>	<u>3.9</u>	<u>2.8</u>	<u>1.7</u>	<u>1.0</u>
TOTAL	137	7.0	5.9	10.9	7.1	3.9	3.2	1.3

*Posttest minus pretest.

•Overall, students mastered more than one CREST objective per month of instruction each semester.

NATIVE LANGUAGE ARTS

--Students receiving one full year of instruction in native language arts will significantly increase their reading in Spanish on the Prueba de Lectura.

Since the target population included individuals who were semi-illiterate or illiterate in their native language (Spanish), program students received one period of native language instruction with an emphasis on the development of literacy skills (reading and writing). Appendix C lists native language arts classes offered in the fall and spring.

It was expected that native language instruction would improve the students' learning ability in the content areas while improving self-image and attitude toward second language learning. The language skills developed at each level of instruction varied in degree of difficulty. The aim was to have students acquire the literacy skills necessary to pass bilingual content-area courses. Instructional personnel in native language arts classes were supported through a combination of tax-levy and Chapter I funds.

A member of the evaluation team visited one remedial Spanish class held in two consecutive periods. The first period focused on a review of Spanish grammar. The second period (which was observed) concentrated on reading and writing. This was the beginning native language arts course for entry-level semiliterate Spanish speakers. Consequently, the teacher was generally assisted by a paraprofessional who would pull-out the least developed students and practice penmanship and review basic writing skills with them. On the day the class was visited, the paraprofessional was out testing so that the five students who generally received individualized attention remained with the class.

Seventeen students were in attendance out of the 19 enrolled. Students read a story about fashion and the development of mini-skirts from the text Cuentos Simpaticos, and were subsequently asked questions about different parts of the story by the teacher. The teacher provided constant reinforcement; she corrected students' pronunciation, reviewed vocabulary, asked questions (to elicit understanding of the story), and summarized statements about the story for students. Classroom exercises included reviews of vocabulary, penmanship, spelling, and accentuation of words. Students actively volunteered to read aloud and answer questions. Reading comprehension and writing exercises were completed in workbooks while the teacher walked around the room reviewing students' work. The teacher had a good relationship with the students and spoke to them in Spanish throughout the lesson.

Some students in the program were able to take elective native language classes within a short period of time. Many others, however, were repeaters of language courses. After a fourth term in a class, the bilingual counselor and department A.P. moved students out of a class.

Student Achievement in Native Language Arts

The assessment instrument used to measure gains in reading and writing in Spanish was the Prueba de Lectura,* Level 3, Forms A and B. The Prueba de Lectura is part of the Interamerican Series of Tests

*Information on psychometric properties may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284.

published by the Guidance Testing Associates. The test items for the series are selected for cultural relevance to both Anglo-Saxon and Hispanic cultures in the Americas.

The Prueba de Lectura was administered in the fall and the spring. Because the publishers recommend local norms and programs do out-of-level testing, analysis was based on raw score gains rather than on standard score gains. The results are presented in Table 5. Complete data on both testings were available for 190 program students (67.1 percent).

Statistical significance of the mean gain was determined through the correlated t-test model to demonstrate whether the mean gain is larger than would be expected by chance variation alone. Because statistical significance does not provide enough descriptive information, the table also includes the proportion of students making gains.

Examination of Table 5 reveals that the program objective was met: 77 percent of the students significantly improved their reading achievement in Spanish.

TABLE 5

Spanish Reading Achievement:
Results of the Prueba de Lectura

Test Level	Number of Students	Pretest		Posttest		Gain		Proportion Making Gains
		Mean	S.D.	Mean	S.D.	Mean	S.D.	
3	190	43.5	23.8	56.1	18.6	12.6*	18.1	77

*Statistically significant at the .01 level.

*The objective was achieved: 77 percent of the students made significant gains on the Prueba de Lectura.

CONTENT-AREA SUBJECTS

--Program students will attain a passing rate which is equal to or better than the rate of the school in general in the areas of science, mathematics, and social studies.

The differing educational goals of the program and the nature of the target population differentiated the content-area courses.

Appendix D outlines the bilingual content-area courses offered in the fall and the spring.

The mastery learning approach required coordination of the language competencies developed in native language arts classes and the curriculum in the content areas. As mentioned above, however, native language arts and E.S.L. classes did not articulate with bilingual content-area classes this year. A bilingual civics course, however, was approved as a social studies elective for Title VII students for the fall. The course will include an overview of the functioning of local, state and national governments, as well as teach students how to use social service agencies in New York City. Its aim is to reinforce vocabulary and language skills (learned in the language classes) while teaching students survival skills. The non-credit course will be taught in the social studies department, which also offers bilingual global history as a core requirement. Because of a limited bilingual staff, the department has yet to work out logistically how both courses can be offered at the same time next semester.

Resources and curricular materials available to teachers and students varied according to department. While some materials in Spanish were available to program students in the bilingual social studies

and math classes, those in non-regents general science/biology classes did not have a text or workbook available to them. It was reported that it is the policy of the A.P. of science that ninth-grade science students may not take home texts because they are most likely to lose them.

Although a native-language physiology (non-regents biology) class that was observed presented ninth-grade subject matter, many of the students enrolled were tenth and eleventh graders. The majority of the students had not passed science in the last three years and the teacher tried to keep them motivated by creating lively assignments in which they could discuss aspects of health and the human body. The lesson that was observed discussed how habits affected the lives of people. The class focused on the bad and good habits students had anonymously listed. The teacher frequently elicited additional examples and further exploration from students about how habits were formed and discussed their advantage or disadvantage to students' lives. The class, however, did not have an adequate text or workbook and the teacher had to use various parts of different books (which students did not take home) to reinforce the class presentation. The teacher commented about how difficult it was to keep up with the department curriculum which changed virtually from year to year. This caused additional problems since she would have to translate a set of handouts (which paralleled the mainstream curriculum) every year.

Student Achievement in Content-Area Subjects

To assess the objective in this area, the performance of program students was compared to that of the general school population.

Table 6 presents the passing rates for program and mainstream students in mathematics, science, and social studies courses each semester.

In mathematics, mainstream student data were available only for remedial math classes and, therefore, the comparison was limited to that course. The statistical significance of the difference between program and mainstream passing rates was determined through a z-test for the significance of difference between two proportions*. This procedure tests whether the difference in the rates for two independent groups are greater than can be expected by chance variation.

Examination of Table 6 reveals that the performance objective was achieved. The differences between program and mainstream students' passing rates were not statistically significant; program students obtained passing rates equal to those of mainstream students in these content areas.

* Bruning, J.L. and Kintz, B.L.; Computational Handbook of Statistics;
Scott, Foresman and Company, 1968.

TABLE 6

Comparison of Mainstream and Program Students' Passing Rates in Mathematics, Science, and Social Studies

Content Area	Number of Program Students	Percent Passing	Number of Mainstream Students	Percent Passing	z
Fall					
Remedial Math	8	38.1	134	57.5	-1.08
Science	16	57.1	1,551	51.4	0.5
Social Sciences	52	56.5	2,341	60.2	-0.5
Spring					
Remedial Math	16	28.6	155	47.7	-1.5
Science	46	77.6	1,445	69.6	1.2
Social Sciences	65	49.6	2,204	58.6	-1.4

•Overall, the performance of program students was equal to that of mainstream students.

•The differences between mainstream and program students were not statistically significant.

ATTENDANCE

--As a result of participating in the program, students' attendance will be significantly higher than the attendance of mainstream students.

Since the school's attendance includes the attendance of program students, statistical significance between program and school attendance was determined through the application of a z-test for the significance of a proportion.* This procedure tests whether the difference between one proportion (the program's attendance) and a standard proportion (the school's attendance) is greater than what can be expected by chance variation.

The attendance rate for program students was 95.53 percent, approximately 14.33 percentage points above the schoolwide attendance rate (81.20 percent). The z-test results ($z = 5.59$) indicate that the difference in attendance rates is statistically significant ($p > .01$). The program objective was thus met.

During 1984-85, 49 students left the program; most were in grade nine (see Table 7). Of the students who left the program, most transferred to another school or dropped out for unknown reasons.

*Bruning, J.L. and Kintz, B.L., Computational Handbook of Statistics; Scott, Foresman and Company, 1968.

TABLE 7

Number of Students Leaving the Program

Reason For Leaving	Grade 9	Grade 10	Grade Unknown	Total
Transferred to another school	15	3	1	19
Returned to native country	3	5	0	8
Dropped out due to employment	3	0	0	3
Dropped out due to family obligations	0	1	0	1
Dropped out for other reasons	14	3	1	18
TOTAL	35	12	2	49

•Most students leaving the program were in the ninth grade.

PARENT INVOLVEMENT

- The parents of 25 percent of the student participants will visit the program at least twice a year.
- An estimated 25 community members and parents will participate in E.S.L. and G.E.D. classes.
- The Parent Advisory Committee will meet four times a year to monitor the implementation of the program.

The program continued to have a good relationship with parents. It had the full support of the president of the P.T.A. who regularly called the project coordinator to discuss how the program and students were functioning. On a monthly basis, the Advisory Council met with parents to discuss the progress of students. Activities (trips) were also organized for parents, students, and program staff every semester. G.E.D. (General Equivalency Diploma) and E.S.L. classes were held every Saturday for parents. Approximately 15 parents participated in this program on a regular basis.

STAFF DEVELOPMENT

- The program staff will receive in-service training related to the development of literacy skills, linguistic and cultural sensitivity, and developing expertise in the areas of individualized instruction.

Staff training this year focused mainly on department meetings (between project coordinator, consultant, and A.P.s), in-house workshops, including an orientation to bilingual education for the entire school faculty and administrators, and conference attendance by program staff. In June, all staff members attended a workshop at Teachers College on how to teach literacy. See Appendix E for staff development activities during 1984-85.

IV. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The Biliteracy Skills Development Project at George Washington High School completed its second year of operation in June 1985. The program was geared to offering dually-limited students an opportunity to develop academically and socially within the high school environment. Its objective was to enable semi-literate or illiterate students to develop oral proficiency in English and literacy skills in both Spanish and English through intensive language instruction. Students who participated in the program received at least three periods of E.S.L. and one or two periods of native language instruction each day. In addition, they had one period each of gym, bilingual content-area class, and lunch.

The non-A.P. status of the project coordinator did not allow him to observe and evaluate classes or to have input in curriculum development and implementation. Since bilingual teachers reported to the A.P. supervising their respective departments, bilingual staff meetings organized by the coordinator were not a requirement and were poorly attended.

This year brought several administrative changes, including the hiring of a new principal, who is very supportive of the program, as well as the replacement of the bilingual project coordinator. Insofar as the project coordinator had no A.P. status, it was important to establish channels of communication with the administration to influence teachers and curriculum. Several meetings were held between the project coordinator, project consultant, A.P.s from various departments, and the

new principal to discuss the administrative responsibilities of the project coordinator; the need for a LAB coordinator; and new policies and goals for the bilingual program within the school.

Other major findings at the site included:

- Native language arts/E.S.L. classes did not articulate with content-area classes this year.
- Resources and curriculum materials available to teachers and students varied according to department.
- The A.P. for foreign languages, bilingual guidance counselors project coordinator, and some parents expressed concern and differences of opinion about course offerings in the program and student progress toward graduation.
- Whereas some students in the program went into elective native language classes/E.S.L. classes, many were repeaters in the language classes.

Despite problems in implementing the program, everyone interviewed agreed it is vital and necessary to meet the needs of an ever-growing population of semi-literate students coming to the school annually. The bilingual staff is committed to developing an ethos of hard work, discipline, and self-respect among its students. The process of their acculturation to the American educational system is accomplished with a sensitive and empathetic understanding of their problems and needs, as well as with respect for their language and culture.

RECOMMENDATIONS

On the basis of several site visits, classroom observations, and interviews with program personnel, the evaluation team makes these recommendations:

1. The coordinator might observe program classes to ensure that the program is functioning as proposed and to assist teachers in

their specific curricular needs. Since the coordinator does not hold A.P. status, this observation could be done in conjunction with the A.P. of each department.

2. More efforts at staff development across the various departments is necessary to create a more consistent philosophical (goals and objectives), as well as methodological approach (teaching strategies and curricular development) to teaching the semi-literate population.

This might be accomplished by:

- Coordination of prep/free periods so that teachers can work together on curricular materials, be aware of lessons planned in other classes, and integrate and reinforce what each other is doing.
- Similarly, the paraprofessionals, if possible, might be assigned to teachers in similar content areas. Perhaps once a month time could be set aside from their clerical duties to meet with teachers.
- Perhaps a staff development workshop could be organized once a semester for staff, teachers, A.P.s, and guidance counselors in which goals, curricular issues, and problems could be defined, discussed, and evaluated together. This might aid in the development of group identity and provide personnel with needed support.

3. The program and its students need to have greater visibility within the school. This could possibly be accomplished through:

- Publicly recognizing student achievement (i.e., posting an honor roll);
- Having bilingual and Title VII students work together to produce the bilingual newsletter (currently performed by the coordinator);
- Establishing a peer tutor program between bilingual students and Title VII students. Students could adopt each other, help newcomers get around the school, and assist with assignments or additional work in problem areas.

4. To deal with the lack of curricular materials in the content areas, the project coordinator, A.P.s, and teachers might contact other Title VII projects in New York City high schools serving similar students and exchange information and materials.

V. APPENDICES

APPENDIX A

Staff Characteristic: Professional and Parprofessional Staff

Title/Function	Percent Time in Each Function	Education (Degrees)	Total Years Experience Education	Years Relevant Experience Bilingual/E.S.L./ Foreign Language
1 Project Director	100	B.A., J.D.	9	9
1 Secretary	100	B.A.	14	14
3 Paraprofessionals	100		Average of 3	Average of 3
1 Grade Advisor	80	M.A.	15	15
2 Guidance Counselors	100	M.A.	Average of 17	Average of 17
2 Family Assistants	100		Average of 5	Average of 5
19 E.S.L. Teachers	20	M.A.	Average of 10	Average of 10
5 M.L.A. Teachers	20	M.A.	Average of 5	Average of 5
11 Subject-Matter Teachers	20	M.A.	Average of 5	Average of 5

APPENDIX B

Instruction in English as a Second Language^a

Course	Number of Classes	Fall Total Register	Course Description
Reading 1 & 2	5	120	Reading Level 1
E.S.L. Reading 1 & 2	5	131	Reading Level 1

Course	Number of Classes	Spring Total Register	Course Description
Syntax ^b	7	142	Grammar, Listening, Speaking
Reading 1 & 2	5	111	Reading Level 1

^aA paraprofessional was present in all fall classes. New York City and program-developed curricula were used.

^bMet for two periods each day.

APPENDIX C

Instruction in the Native Language^a

Course	(Fall)		Course Description
	Number of Classes	Total Register	
Remedial Spanish	4	95	Grammar Reading, Writing
Remedial Spanish	2	36	Grammar, Reading, Penmanship
Spanish for Native Speakers	3	95	Grammar, Writing, Cultural, Level 1
Spanish for Native Speakers	1	27	Reading, Writing, Literature Level 4
Spanish for Native Speakers	1	30	Grammar Writing Literature Level 5

Spring

Spanish for Native Speakers	2	50	Grammar, Reading, Writing Level 3
Spanish for Native Speakers	1	25	Grammar, Reading, Writing Level 4
Spanish for Native Speakers	1	34	Grammar, Reading, Writing Level 5
Spanish for Native Speakers	1	30	Grammar, Reading, Writing, Cultural Level 6
Remedial Spanish	4	96	Grammar, Reading, Penmanship
Remedial Spanish	2	36	Grammar, Reading, Penmanship

^aA paraprofessional was present in all classes. New York City and program-developed curricula were used.

APPENDIX D

Bilingual Instruction in Subject Areas (Fall and Spring)

Course Title and Level	Number of Classes	Number With Para.	Total Register	Title VII Register	Percent of Eng. Used	Course Description
Fundamental Math A	5	5	170	50	25	Add, Sub, Div, Mult Word Prob.,
Fundamental Math B	5	5	170	50	35	Fractions, Areas
Fundamental Math C	5	5	165	60	25	Percent, Decimals, Prob., RCT Review
Biology A	6	2	204	50	25	Bio. Basic Intro Course
Biology B	7	2	238	50	25	Bio 2nd Course
Global History 1	6	3	204	60	25	World History, Ancient History
Global History 2	7	3	238	50	25	World History, Europe
Global History 3	2	0	70	5	40	World History, Europe, Asia
Typing Level I	1	0	30	10	20	Keyboarding Business Letters
Typing Level II	1	0	34	10	20	Keyboarding Business Letters
Art	1	1	34	5	50	Lettering
Music	1	0	34	2	80	Choir, Music Appreciation

APPENDIX E

Staff Development Activities

Strategy	Description	Number of Staff Attending	Presenter	Number of Sessions
In School Meetings	E.S.L. and Bil. Coord.	5	Consultant	6
	Princ. & A.P.s	4	Consultant	5
	Coord. & Lang. A.P.	3	Consultant	8
	Lang. A.P.	2	Consultant	6
	Proj. Coord.	2	Consultant	9
	Computer Course	2	Math Teacher	Weekly
Outside School Meetings:	Bil. Title VII Director's Meeting	1	BEMSC Staff	Semesterly
	Teachers College Word Processing course	10	BEMSC Staff	1
	Hunter College Word Processing & Data Base Creation	1	BEMSC Staff	1
	Hunter College Management of Bilingual Programs	2	BEMSC Staff	1
	Teachers College Teaching Illiterate Children Workshop	3	BEMSE Director	3